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ABSTRACT

This report presents the results of a 1999 survey of 336 elementary schools in Ohio. It examines progressive and traditional practices in public, Catholic, and independent schools and offers an overview of the different kinds of schools. Rather than asking principals to characterize their schools as progressive or traditional, principals were presented with a chart listing pairs of contrasting practices (teacher-led instruction vs. student-initiated discovery learning, for example) and were asked to indicate which of the two approaches described common practices in their schools. The results illustrate the variety of schools available to parents and children in Ohio. Among schools in general, there is more diversity than might have been expected. Schools occupy both ends of the progressive-traditional spectrum within each of the three sectors: Catholic, public, and independent. However, the three types were not that different from each other, and greater educational diversity existed within each sector than between sectors. Catholic schools tended to be more progressive than either public schools or independent schools. On average, independent schools were more traditional than public schools, with the former being most consistent with the educational practices they adopted, suggesting a more clearly articulated educational philosophy. (RJM)

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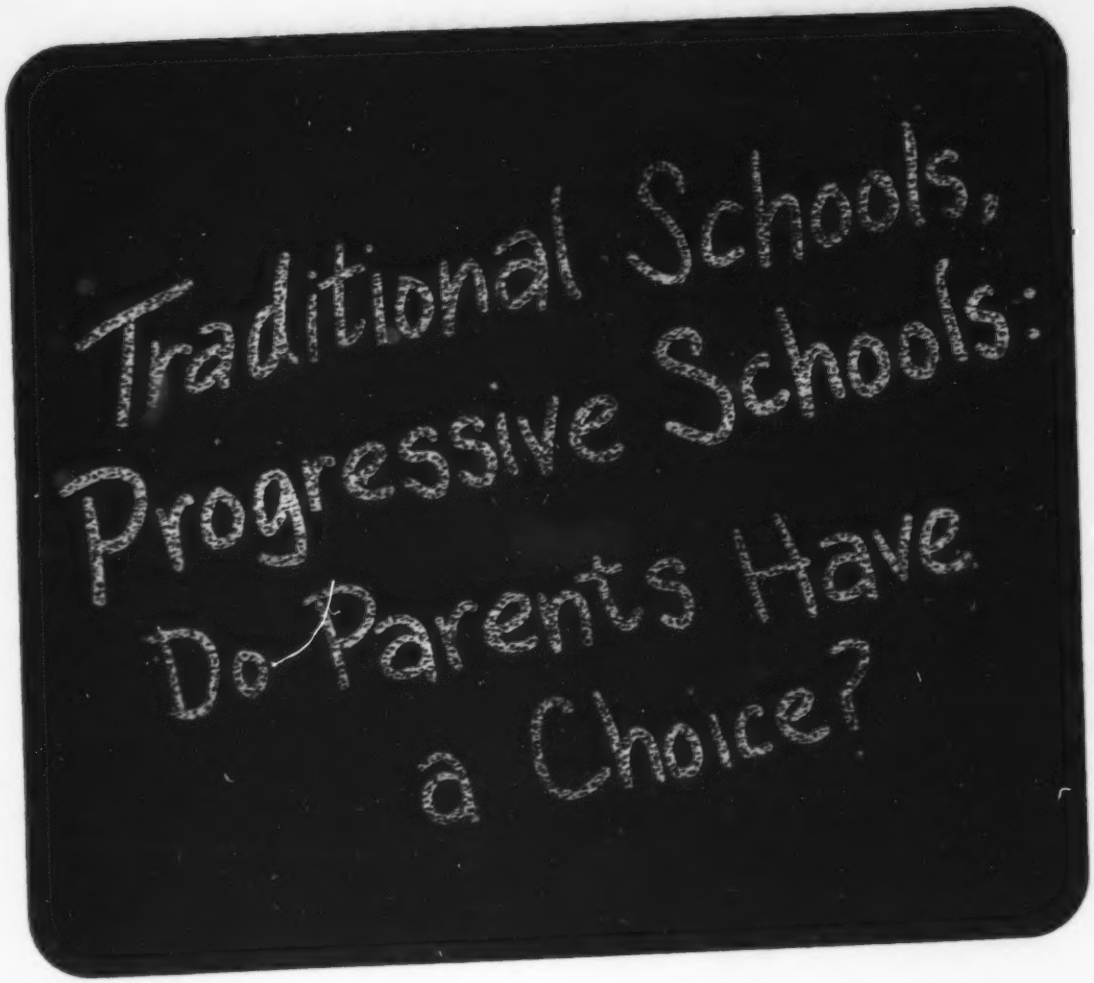

A Case Study of Ohio

by Louis Chandler

OCTOBER 1999

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Traditional Schools, Progressive Schools:

Do Parents Have a Choice?

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Foreword

Debates in elementary-secondary education often boil down to seemingly irreconcilable differences between philosophies of schooling. Educational progressives want schools to be learner-centered, caring places where children learn to construct their own meanings and develop a wide range of capacities. Educational traditionalists want schools to be teacher-directed, to focus on the essential knowledge and skills of the core disciplines, and to use objective measures of academic achievement.

To traditionalists, it often seems that public schools have been conquered by progressivism, and that the principal remaining bastions of "the basics" may be the Catholic schools. To progressives, Catholic, Christian and other sectarian schools are often viewed as atavistic holdouts, while the public schools are held up as the true home of the most evolved education thinking.

How accurate are these impressions? How valid are the stereotypes? Louis Chandler, professor of Educational Psychology at the University of Pittsburgh, set himself the task of finding out. He sought, through an imaginative research design, to determine how widespread progressive and traditional practices are in public, Catholic, and independent schools in the fairly typical state of Ohio.

In this report, *Traditional Schools, Progressive Schools: Do Parents Have a Choice?*, Dr. Chandler presents the results of a survey of 336 elementary schools that was conducted in the Buckeye State early in 1999. Rather than asking principals to characterize their schools as progressive or traditional, he presented them with a chart listing pairs of contrasting approaches or practices (teacher-led instruction vs. student- initiated discovery learning, for example), and asked them to indicate which of the two practices is more commonly practiced in their schools. (Dr. Chandler's survey instrument is included in the appendix.)

The results paint a picture of the variety of schools available to parents and children in Ohio. Among schools in general, there is more diversity than might have been expected—a particularly important thing to know in an era when "school choice" rather than "compulsory assignment" is one of the liveliest education reform movements in America.

Dr. Chandler finds schools at both ends of the progressive-traditional spectrum within each of the three sectors: public, Catholic, and independent. On the other hand, the three types are not terribly different from each other, on average; he finds considerably greater educational diversity within each sector than between sectors. What's even more surprising, at least to us, is that Ohio's Catholic schools tend to be more progressive than either public schools or independent schools. So much for stereotypes!

This survey offers a fascinating overview of the different kinds of schools present in one state, and it raises new questions about the choices available to parents. We are pleased to have supported Dr. Chandler's first statewide study of the distribution of traditional and progressive practices, and we look forward to future studies that investigate the range of choices available to parents in particular communities.

Louis Chandler is an Associate Professor in the School of Education at the University of Pittsburgh. He has served as a school psychologist, and has written extensively on childhood stress in contemporary society. His current interests are in the psychological implications of school practices. Readers wishing to contact Dr. Chandler directly may write to him at the University of Pittsburgh School of Education, 5C01 Forbes Quadrangle, Pittsburgh, PA 15260 or send e-mail to lchandlr+@pitt.edu.

The Thomas B. Fordham Foundation is a private foundation that supports research, publications, and action projects in elementary/secondary education reform at the national level and in the Dayton area. Further information can be obtained from our web site (http://www.edexcellence.net) or by writing us at 1627 K St., NW, Suite 600, Washington, DC 20006. (We can also be e-mailed through our web site.) This report is available in full on the Foundation's web site, and hard copies can be obtained by calling 1-888-TBF-7474 (single copies are free). The Foundation is neither connected with nor sponsored by Fordham University.

Chester E. Finn, Jr., President
Thomas B. Fordham Foundation
Washington, DC
October 1999

Executive Summary

This study sought to measure the prevalence of traditional and progressive practices in the elementary schools of Ohio. Three hundred thirty-six public, Catholic, and independent elementary schools across the state were surveyed in 1999. Principals were asked which practices their school tends to emphasize: teacher-led instruction or student-initiated discovery learning, for instance, or phonics vs. whole language approaches to teaching reading. The responses were evaluated to determine whether schools had adopted a consistent set of practices and whether public, Catholic, and independent schools manifest different practices.

Key findings

- On average, the most traditional of Ohio's elementary schools are the independent schools and the most progressive are Catholic schools. Public schools fall in the middle.

- While individual schools are very different from one another, the differences among types of schools (independent, Catholic, and public) are far smaller. There is more variation in educational practices within each school category than across categories.

- Most of Ohio's schools report a mix of practices, some traditional and some progressive. Independent schools are the most consistent in their choice of practices.

- All three types of schools tend to be more traditional in the approach they adopt to reading and to assessment than in other aspects of their programs.

- School practices with regard to assessment, standards, and outcomes appear to be influenced by state-mandated proficiency testing.

The study found that Ohio parents have bona fide educational options to choose among—assuming, of course, that policy, geography and economics make such choice feasible—but that the type of school chosen—public, Catholic, or independent—is less important (in terms of education philosophy and practices) than the individual school within a broader category.

Introduction

A recent newspaper story told of the makeover of a public school into what was to be called a "traditional academy." This new school would serve as a magnet school, giving parents who favor a traditional approach an option for their children. After inquiries to school officials as to how the "traditional academy" differed from the district's other public schools, it soon became apparent to the reporter that there was little difference between the "traditional academy" and all the other schools in the public school system.

Parents often look for different things in a school, and they are increasingly offered choices, but the incident described above illustrates the hollowness of "school choice" for many parents today. The story of the traditional-academy-that-was-not-traditional served as the genesis for the present study of Ohio schools.

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There is more than one way to operate a school, but at times it seems that our schools resemble one another more and more. This study is an attempt to quantify how much variety there is across the education landscape today.

At least since the 1960s, progressivist ideas have been a dominant feature of that landscape, but the ideas and the practices that go along with them are not universally accepted. Today, American schools find themselves embroiled in a struggle between two competing philosophies of education, and this split has contributed to the crisis of confidence in American public schooling.

Modern progressive education, as practiced in today's schools, has its philosophical roots in the ideas of Rousseau, Herbert Spencer, and most especially John Dewey. But while progressivist ideas gained some ground throughout the early twentieth-century in America, their influence was largely circumscribed until the 1960s, when the beginnings of a social movement were born in a massive generational conflict that pitted a new set of values against more traditional American values.

Advocates of the emerging "counterculture" challenged authority, the work ethic, and other bourgeois norms. They embraced a relativism that had both moral and cultural strands. They championed feeling over thinking. Even as they celebrated the joys of the self and the importance of self-esteem, they came to reject individualism, turning instead to collectivism and finally to an unrelenting demand for egalitarianism in all aspects of life -- including education.

Writers who advocated progressivism in education found fertile ground for their ideas in the 1960s and 1970s. A generation of education critics like Charles Silberman, Paul Goodman, Jonathan Kozol, John Holt, and A. S. Neill argued for a "new education," one based on progressivist principles heavily imbued with ideas borrowed from humanistic psychology. The title of H. C. Lyon's 1971 book, *Learning to Feel, Feeling to Learn*, reflected the emerging philosophy that was to become a major force in shaping American education during the 1970s and '80s.

Progressive educational practices contrasted sharply with traditional practices. Much of the controversy in and around

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today's schools emerges from the clash of these rival philosophies of education. This study seeks to determine how widespread progressivism and traditionalism are in real public and private schools today.

Two Models of Educational Practice

Traditional Schools: Traditionalists emphasize academic standards in schools that tend to be more teacher-directed, following a curriculum that is content-based, and formed around the familiar academic disciplines. Such schools tend to emphasize structure and discipline, with some mandating school uniforms. They typically rely on grading, tracking, and grouping children by ability level for instruction by the teacher, and they tend to employ objective tests for evaluating student achievement.

This study seeks to determine how widespread progressivism and traditionalism are in real public and private schools today.

Critics of traditional approaches maintain that such schools impair children's development by imposing a rigid learning sequence that ignores the fact that children differ in the ways they learn. Such schools unfairly hold students to standards that are incompatible with their learning styles. The focus on academics is too narrow, emphasizing cognitive achievement to the detriment of other aspects of the developing child, like emotional adjustment. Traditional schools, in this view, rely too heavily on direct instruction and rote memorization. With their teacher-led, authoritarian instruction, such schools stifle children's natural sense of exploration and creativity.

Progressive Schools: Progressive educators believe in a child-centered approach, with the emphasis on group projects rather than individual performance for grades. They speak of a humanistic concern for the "whole child"-- hence their emphasis on social and emotional development, and the emerging sense of self-esteem. They advocate experiential, "discovery" learning led by the child, as opposed to direct instruction led by the teacher, and cooperative and collaborative activities, as opposed to the competition inherent in grades and tests. They also use differences in individual learning styles to determine both the process and content of learning. They are concerned with developing processes like critical thinking; less concerned with the transmission of factual knowledge. For them, factual knowledge is something that must be acted on by the learner. Their view of learning is influenced by "constructivist" models, which emphasize the active role of the learner in building understanding and making sense of information, as well as calling for the shared, social construction of knowledge.

Critics of progressive approaches believe that such schools, by de-emphasizing academic work and emphasizing process over content, fail to build the intellectual foundation necessary for a lifetime of learning. They feel the emphasis on self-esteem and emotional development is misplaced, often rewarding style over substance. They see the child-oriented

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approach, with the teacher relegated to a less central role, as detrimental to adult authority and discipline.

A schematic comparison of traditional and progressive schools may be found in Table 1.

Table 1. A Comparison of Two Educational Models

Traditional Schools Model	Progressive Schools Model
Instruction. Direct instruction by the teacher; with homogeneous grouping.	*Instruction*. Self-directed learning, discovery learning, working cooperatively with others; heterogeneous grouping.
Reading. Reliance on a phonics approach.	*Reading*. Reliance on a whole-word approach.
Mathematics. Reliance on direct instruction; drill, computation skills.	*Mathematics*. Reliance on discovery and student-initiated learning.
Assessment. Reliance on periodic testing with norm-referenced, objective tests.	*Assessment*. Reliance on portfolios which feature individual and collaborative projects.
Grades are assigned by comparing performance with age/grade peers.	*Grades* are downplayed in favor of teacher comments on progress.
Social studies focus on civics, history, geography, the American heritage, and cross-cultural studies.	*Social studies* focus is on diversity, multiculturalism, social concerns and social responsibilities.
Outcomes. Emphasizes academic skills as demonstrated in the traditional core areas.	*Outcomes*. Emphasizes the psychological, social, and cultural aspects of child development.
Curriculum: Focuses on academic areas.	*Curriculum*: Encompasses a range of issues; a balance between academic and social concerns.
Standards are set so that all children seek the same level of minimal competency.	*Standards* are adjusted to recognize differences among individual learners.
Teacher's role: academic instructor, source of knowledge, authority figure.	*Teacher's role*: facilitator, counselor, and mentor.

A Survey of Ohio's Schools

This research project sought to determine the extent to which the educational practices associated with two models of education have been adopted, in whole or in part, by today's schools. From the data will emerge a descriptive picture of current school practices. This profile will allow comparisons to be made among various types of schools to help determine whether the purported differences among schools are significant.

Placing the practices found in Table 1 along a traditional/progressive continuum provided the framework for a survey form that could be used to profile a given school. This *School Practices Survey* can be found in Appendix A. The survey was sent to principals asking where, in their opinion, *their* schools might fall along the scale for each of ten practices. The *School Practices Survey* yields 10 item scores, and a total score, which may be seen as an estimate of

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the school's place along the continuum. The range of possible total scores extends from 10 (most traditional) to 50 (most progressive), with the midpoint at 30. It is important to note that, instead of asking principals to identify their schools as progressive or traditional, the survey asks principals to identify the specific practices that are emphasized in their school.

Ohio was chosen to conduct the first statewide study of educational practices using the *School Practices Survey*. In order to provide a representative sample of Ohio's schools, data were collected from the state's Department of Education listing of 1,687 elementary schools distributed as follows: public schools (835); Catholic schools (448); chartered independent schools (185); nonchartered independent schools (219).[1]

From these lists of elementary schools, 600 schools were selected to be surveyed. The samples were randomly selected within each category. The breakdown was as follows: public schools (200); Catholic schools (200); chartered independent (100); non-chartered independent, (100).

The procedure involved sending a letter to each head of school, principal, or school director, asking that they complete a survey form designed to characterize their school's adoption of ten educational practices. In January, 1999, the School Practices Survey was sent to the principals of elementary schools across Ohio asking them to characterize their schools' practices within this framework.

> The majority of the schools have adopted practices that favor neither extreme.

Six hundred surveys were sent out; 227 were returned within a two-week period. Follow-up reminders yielded an additional 118, for a sample of 345 (58 percent).

Of the 345, nine were invalidated for various reasons, leaving a final sample of 336 schools distributed as follows: 124 public; 133 Catholic; 57 chartered independent, and 22 non-chartered independent schools.

The results of this survey reveal that schools can be found along practically the entire spectrum, but that the majority of the schools have adopted practices that favor neither extreme. (Figure 1.)

Only 17 percent of the schools in the survey score lower than 20 or higher than 40. A tendency towards the mean is often found in survey research, and most probably was at work here. Educators, like most people, tend not to wish to be seen as extreme in their views or behavior, for the most part preferring to occupy the middle ground.

Despite the clustering of schools near the middle of the distribution, there were significant differences among types of schools (public, Catholic, and independent). The mean scores for different types of schools were located at different spots along the traditional/progressive continuum, with independent (non-chartered) as most traditional, independent (chartered) as second most traditional, public as more progressive, and Catholic as most progressive. Table 2 shows the pattern from more progressive to more traditional. (Table 2). The shaded cells illustrate where the largest number of scores fell.

[1] In Ohio, independent schools that are approved by the state's Department of Education, are listed as "chartered". Some state aid follows the granting of a charter. "Non chartered" schools are independent schools that do not seek a charter from the state, usually because of religious beliefs. They must report annually that they meet Ohio's minimum standards for non-chartered, non-tax supported schools.

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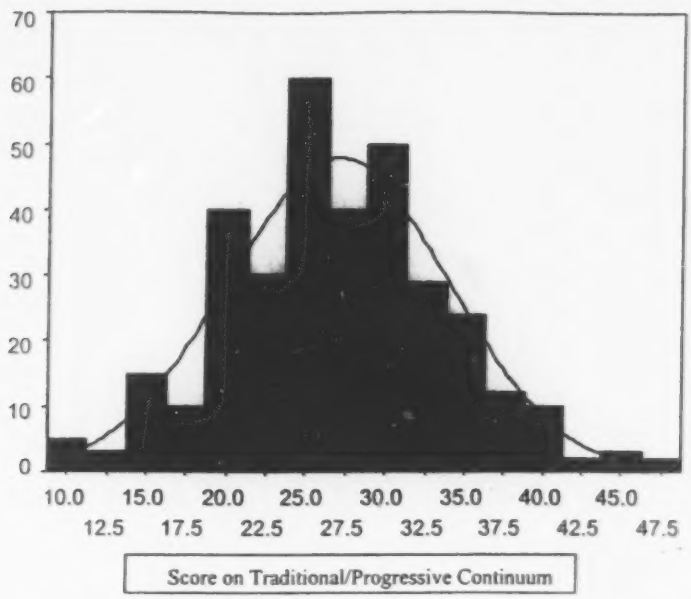
Figure 1. Distribution of Scores



More Traditional < <═══════> > More Progressive

Table 2. School Location on the Traditional-Progressive Scale

School Type	1 Traditional	2	3 Midpoint	4	5 Progressive
Catholic (n=133)	10%	27%	35%	22%	6%
Public (n=124)	9%	35%	34%	20%	2%
Ind.-chart. (n=57)	21%	38%	21%	12%	7%
Ind.-non chart. (n=22)	41%	18%	20%	12%	9%

More Traditional < <═══════> > More Progressive

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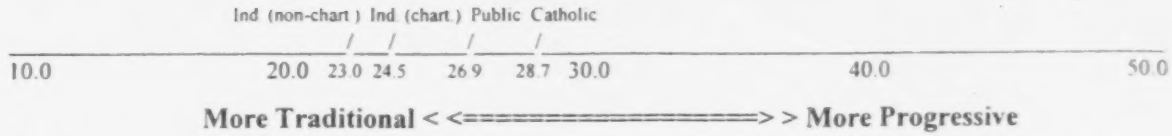
Table 3. Relative Position of Four Types of Schools on the Traditional/Progressive Continuum



There was a statistical difference between the means for each group, with Catholic school scoring significantly higher (e.g., more progressive) than either of the two independent school groups. Table 3 shows where the mean for each type of school appears on the scale.

These results must be interpreted with care, given the limitations inherent in survey research. These data inevitably represent *opinions* about the practices extant in the schools, and do not necessarily reflect *actual* practices. On the other hand, a certain validity may be given to those opinions since they are those of the principal, an educational leader with a key role in determining the quality and type of education being delivered in today's schools.

Responses

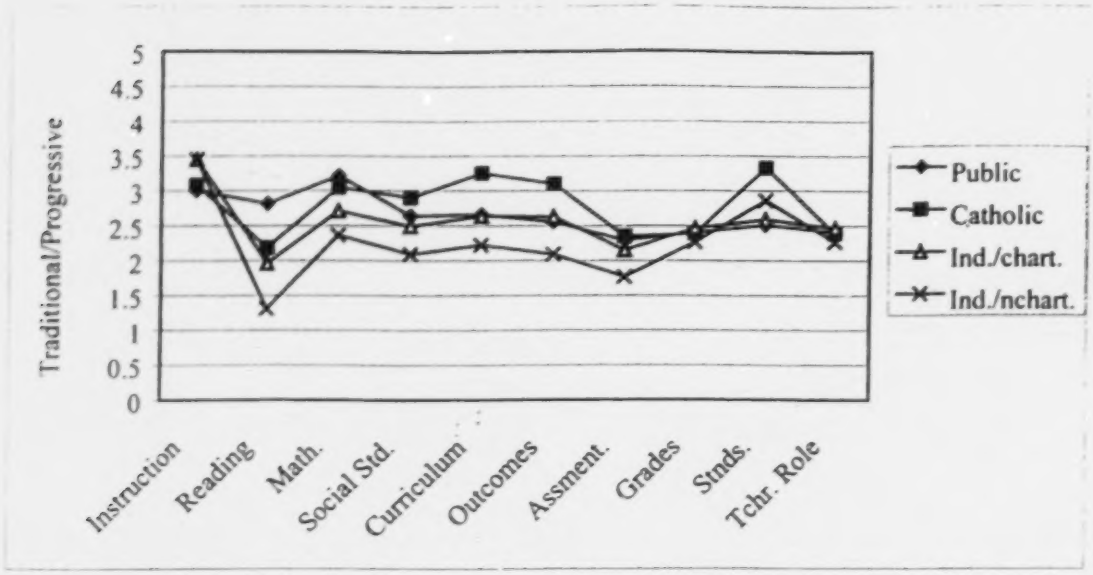
One thing revealed by responses to the survey was that many principals would like for their schools to be even more progressive than they presently are. While the words "traditional" and "progressive" were purposely avoided in the cover letter and on the survey form, many respondents nevertheless discerned the underlying dimensional framework. In a number of cases, participants clearly felt that the more progressive practices were more desirable, and seemed apologetic about reporting traditional practices. One respondent (#2065) reported that: "We are slowly moving towards less directive education. This survey helped me see again how slowly!" Another (#2127) wrote "I would like to have reported all responses in the right hand column. We are working continuously on this."

Many principals would like for their schools to be even more progressive than they presently are.

However, not all opinion favors the progressive approach. One Ohio respondent (#4056) wrote, "The descriptions on the right hand side of this form, (e.g., progressive) to a large extent, describe why our country is so mis-directed today. Just reading them caused the hairs on my neck to bristle. They are spineless teaching concepts which are the spawn of the 1960s. I know, I was there."

Finally, a few respondents argued for a balanced approach. One (#2181) took the time to explain in some detail her teaching philosophy, which (in part), maintained that "The more skill and ease one attains with what we consider 'the basics,' the more apt the teacher is to use the less traditional styles of teaching, allowing a student to use his or her skills as a springboard to deeper thinking and creativity."

Figure 2. Scores for Each Practice for Different Types of Schools



Because principals were asked about specific practices, not about the philosophies of their schools as a whole, the survey also sheds light on the variation in school-level education practices. Most schools report having adopted a somewhat eclectic collection of practices. Figure 2 shows how the four types of schools compare.

The figure reveals a tendency of all types of schools to adopt somewhat similar positions on individual practices, although the independent schools are consistently more traditional and the Catholic schools consistently more progressive. A closer examination of the profiles shows that all groups tend to be more traditional in their practices in *Reading* and *Assessment*, and most progressive in *Instruction*.

Traditional methods in reading are often associated with primary reliance on a phonics approach in the early grades. This may speak to the point that reading is something of a "lightning rod" in the school reform debate, with many parents demanding programs that incorporate phonics. The popularity of the commercial reading kits for parents that promote phonics reflects the same desire. Likewise, a more traditional approach to assessment (e.g., relying on objective, standardized tests) may be a response to more rigorous state standards and required assessments. Many respondents added comments to the survey pointing out that Ohio requires proficiency tests at grades 4, 6, 9, and 12. This current interest of the public, and of state governments, in standards also likely influenced the standards item on the survey form.

The issue of state standards was mentioned by eleven of the thirty-one respondents who chose to write additional comments on the form. One (#1131) wrote that "standards and minimal expectations set by the state" force a school to focus on things that conflict with its basic philosophy. "The philosophy of educating multiple intelligence/whole child is not ever

acknowledged in how we assess student progress in the state of Ohio," the respondent complained. Another respondent (#1059) lamented that "Proficiency testing is truly the tail wagging the dog."

Benchmark Schools

As a final phase of this project, selected schools were identified for follow-up study. These were schools that turned out to be reasonably consistent in the practices they report; they thus served as "benchmark" schools for this project.

Interviews conducted with their principals as well as published information on their schools' goals and philosophy were used in constructing descriptions of schools that fell at either end of the continuum. The *School Practices Survey* (SPS) scores reported here are total scores, used to place the school on the traditional/progressive continuum.

The More Traditional Schools

Immaculate Conception Academy (SPS score: **10**) is an independent school in Norwood, Ohio, that offers a traditional Catholic education to some 150 children in grades K-12.

School's Philosophy: The school believes in a rigorous academic preparation in traditional basic subjects.

Goals for Students: Traditional family values, including respect for parents, church, God, and authority; an education that can serve as a basis for further education, and for life.

Mentor Christian School (SPS score: **10**) is a private, Christian school with 150 students in grades K-12. It draws primarily from suburban, middle-class families in and around Mentor, Ohio.

The *School's Philosophy* is to provide a Christian education, based on the Bible. It seeks to maintain high academic standards, and to promote close home-school relationships.

Goals for Students: The educational process leads the individual to a personal acceptance of Jesus Christ.

St. Patrick Elementary School (SPS score: **14**) is a K-6 Catholic School of about 190 students located in Troy, Ohio, a small town north of Dayton.

School's Philosophy: St. Patrick is characterized, first and foremost, by teaching the faith, and by strong academic study. The school holds high educational expectations, and is traditional in its ways of teaching.

Goals for Students: To receive a value-oriented education so that they leave with a strong work ethic, and the understanding that character counts.

> On average, independent schools are more traditional than public schools, and Catholic schools are the most progressive.

William Bick Elementary School (SPS score: **15**) is a rural public school in Bethel, Ohio, with almost 800 students in grades K through 4.

School's Philosophy: To provide a strong foundation in reading and writing, problem-solving, and mathematics.

Goals for Students: To develop basic skills for further accomplishments in life.

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Columbus Grove School (SPS score: **16**) is a K-6 public school with about 390 students drawn from Columbus Grove, a rural, middle-class community.

School's Philosophy: The school believes each child should develop his or her abilities to the utmost. It recognizes its responsibility to teach basic skills, self discipline, rights and responsibilities.

Goals for Students: To develop happy, successful, self-supporting citizens.

The More Progressive Schools

Urban Community School (SPS score: **47**) is a private school that offers an individualized education from Pre-K to 8th grade, to children of the near west side of Cleveland, particularly those from families in the lower socioeconomic levels. The school offers a multi-age, non-graded program designed to meet the needs of the whole child.

School's Philosophy: The school is Christian oriented, fostering the religious sensitivities of the students, with emphasis placed on humanistic and moral formation, a non-violent approach to problem solving, mediation, cooperative learning, and respect for the rights of each person.

Goals for Students: To encourage children to go to high school and beyond, because all children can learn and be successful.

River Valley Community School (SPS score: **45**) is an independent school with 65 students in grades K-6. The school draws primarily from middle-class families in Athens, Ohio, a small college town.

School's Philosophy: The school wishes to create a place where children are respected and included in the educational process. Children have opportunities to develop skills in conflict management, in understanding and expressing emotions, and in setting appropriate limits in the context of the community, to develop skills in critical thinking and empathy, and to counter development of stereotypes and prejudice.

Goals for Students: To develop children who are poised and self-assured, convinced their ideas are worth telling to others.

Pike Elementary School (SPS score: **40**) in Cambridge, Ohio, is a rural, mostly middle-class, public school with about 200 students in grades K-4.

School's Philosophy: The school believes in success for every child, and relies heavily on team planning and teaching and an integrated, collaborative curriculum in partially multi-aged classes.

Goals for Students: Self-esteem; high achievement; and children enjoying school.

St. Cecilia Elementary School (SPS score: **39**) is a Catholic school located in Columbus, Ohio. It draws mostly from middle-class families and has about 300 students in grades K - 8.

School's Philosophy: To attempt to bring social justice issues to the student from the frame of reference of developing the whole child. This includes various experiences, challenges, and "hands-on" learning, with a strong focus on leadership.

Goals for Students: A sense of pride in themselves; a sense of accomplishment. To be able to achieve in society.

Killbuck Elementary School (SPS score: **38**) in Killbuck, Ohio, is a rural public school with 370 children in grades K-6.

School's Philosophy: Every student can and will learn, and it's up to the school to find a way to excite that learning by creative teaching, and working closely with the community.

Goals for Students: To become productive members of the community.

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Implications

Not all schools are alike in Ohio. On a scale of 10 to 50, with 10 representing the most traditional and 50 representing the most progressive, the Immaculate Conception Academy in Norwood scored a 10 and the Urban Community School in Cleveland scored a 47. On average, independent schools are more traditional than public schools, and Catholic schools are the most progressive. The average scores for schools in the four categories are not far apart, however. In Ohio, at least, there is great variation within the categories of public, Catholic, and independent schools. Even within schools there is variety, with most schools selecting a somewhat eclectic mix of practices. The independent schools are the most consistent across the educational practices they adopt, which suggests that these schools have a more clearly articulated vision of their educational philosophy.

This study shows that there is meaningful diversity in education today, but it may not always be found where one might expect. Parents in inner cities who seek a more traditional education for their children may not find it in a nearby Catholic school; that school may in fact be more progressive than the neighborhood public school. Independent schools tend to offer the most traditional education, but these may be out of reach of parents of limited means.

Appendix A. School Practices Survey

Below are ten educational practices arranged as dimensions. While we recognize that both elements are likely to be found to some extent, we are asking you to choose a circle showing which side *tends to be emphasized more in **your** school*. Thank you.

Direct instruction by the teacher; class-wide.	O	O	O	O	O	Self-directed instruction by small groups; cooperative learning.
Reading relies on a phonics approach; word attack skills	O	O	O	O	O	Reading relies on a whole-language approach.
Math relies on teacher-led instruction.	O	O	O	O	O	Math relies on student-initiated discovery learning.
Social studies focus on History; Cross-cultural studies.	O	O	O	O	O	Social studies focus on ethnicity and multicultural issues.
Curriculum focuses on academic areas.	O	O	O	O	O	Curriculum includes social and emotional development.
Goal is to emphasize academic skills in traditional core areas	O	O	O	O	O	Goal is to emphasize the whole child; psychosocial and academic development.
Assessment by periodic testing, with norm-referenced, objective tests.	O	O	O	O	O	Assessment is by portfolios and collaborative projects.
Grades are assigned by comparing performance with age/grade peers.	O	O	O	O	O	Grades are downplayed in favor of teacher comments on progress.
Standards call for all children to achieve at a minimal level of competency	O	O	O	O	O	Standards are adapted to take into account differences.
Teacher's role is as academic instructor; authority figure.	O	O	O	O	O	Teacher's role is as facilitator; counselor; mentor.